

Romans Rule



6 Weeks

Rationale/Intent

Following an opportunity to look at Roman artefacts and discuss their significance in history, pupils will be tasked with discovering more about the life of Britains under Roman Rule. This allows the pupils to develop our ASCENT value of community as this will allow pupils to think about the communities that they live in and how these differ to the past and the impact we can have on the community around us. Pupils will learn about what the Romans did to make the country better, how their arrival enhanced the lives of those who followed their rules and how miserable it became for those who chose to stand against them. One of which was Boudicca, who raised an army and began the decline of the Mighty Roman Empire on the hallowed ground of Britannia. This links with the British Value of Rule of Law and Democracy as connections will be made to identify the similarities and differences and how leadership has evolved over time to create the current systems we have in place today. Desiring to become a Roman soldier, they will submit a letter of application, follow the rules for marching and defending in battle. An investigation into Roman houses leads to creating a Roman mosaic depicting an aspect of life under Roman Rule. To conclude the project and bring their learning to life, Tree-House Theatre will be immersing the children in the life of a Roman, sharing experiences from Julius Caesar's reign, Roman invasion and settlements alongside Roman culture and its impact on Britain's history. This will strengthen our ASCENT values as the children will develop and build trust with their peers and teachers in a different learning environment and will nurture a creative and supportive environment.

Hook

As archaeologists and historians, go on an archaeological dig to find Roman Artefacts and express what they might be.

Outcome:

Living Museum - showcasing work produced in class, alongside homelearning projects, for parents to come and view.

English

Link text; Romans on the Rampage

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Narrative;

Write a portal story, using fronted adverbials, where the children will travel to the past and recount life in Roman times.

Create a letter of application to join the Roman army, focusing on the positive benefits and negative implication of life as a Roman Soldier and making links to our lives today.

Writing skills to cover

Fronted adverbials.

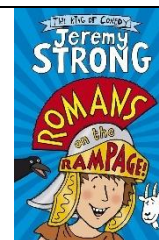
Paragraphing with subheadings.

Writing in the first person - direct speech

Using persuasive language

Story writing

Expanded noun phrases



Punctuation and Grammar

Fronted adverbials.

Paragraphing with subheadings.

Expanded noun phrases – direct speech

Using persuasive language

Subordinating conjunctions

Regular free writes: are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject – History

Create a **series** of time lines, using BC/AD (BCE/CE), with accurate intervals to show the chronology of the Roman invasion and occupation of Britain (use a long strip of squared paper).

(NC) Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman

(NC) Julius Caesar's attempted invasion in 55–54 BC

(NC) the Roman Empire by AD 42 and the power of its army

Track the rise and fall of the Roman Empire through the need to gain power and extend the Empire, changing the culture of the occupied people and the eventual decline resulting in the withdrawal of the Roman forces.

(NC) Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman

(NC) Track the successful invasion by Claudius and conquest, including Hadrian's Wall

Read varying accounts of the Watling Street Battle from a variety of sources. Write own, historically accurate, interpretation from the perspective of; a Roman Soldier, Boudicca, a female citizen of Britain or a British child caught up in the turmoil.

(NC) British resistance, for example, Boudica

Investigate weapons used in battle by Roman soldiers to create detailed descriptions as part of a weapon catalogue used by Roman soldiers.

Consider the impact of the Roman Invasion on agriculture, technology (water system/central heating/road), economy and trade and the justice system and prepare a presentation with diagrams and models to explain the findings.

(NC) Romanisation' of Britain: sites such as Caerwent and the impact of technology.

Identify an area of interest, construct an enquiry to guide research, and use to write a historical paper for Hill View's historical journal.

Focus Subject – Art

(NC) to create sketch books to record their observations and use them to review and revisit ideas

To identify and draw the effect of light and shadow on a surface, on objects and people using sketching skills.

To mix and match colours to those in a work of art.

To advise and question suitable equipment for the task.

To plan and design a design mosaic tile.

To make a Roman mosaic online.

(NC) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Outcome: design and make a simple tile mosaic using clay based on the style researched.

Visits and visitors: TreeHouse Theatre Bournemouth- 'The Romans are Coming' theatre day.

Cultural capital; Archeology dig to find Roman artefacts. Pupils to express what they think they are and what their purpose may have been in the Ancient Roman World.

Tree-House Theatre – A day as a Roman.

Home Learning: To design and develop a Roman shield